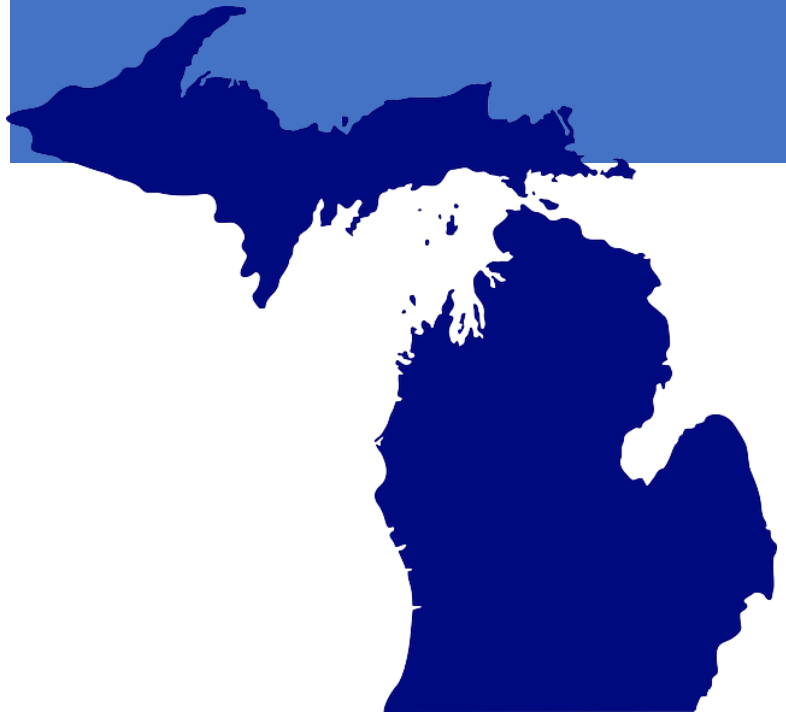
Perkins V
Career Pathways Project



Teacher Rollout Workshop

May 10, 2021

MICHIGAN Department of Education

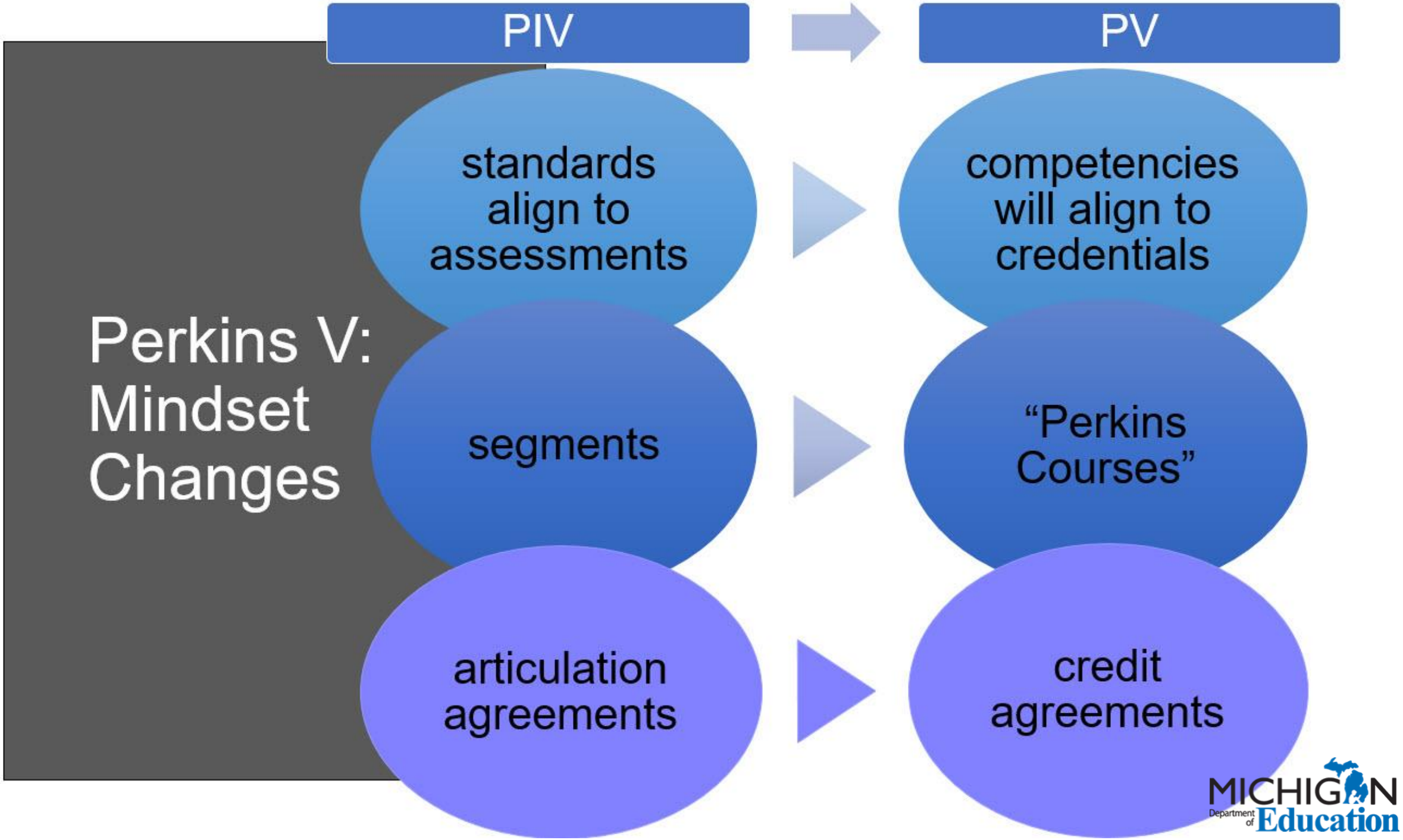
Objectives:

Develop	a shared concept of Perkins V changes and requirements
Understand	key vocabulary terms related to CBE and Perkins V
Identify	approved and supplemental credentials
Explain	new curriculum documents and support materials

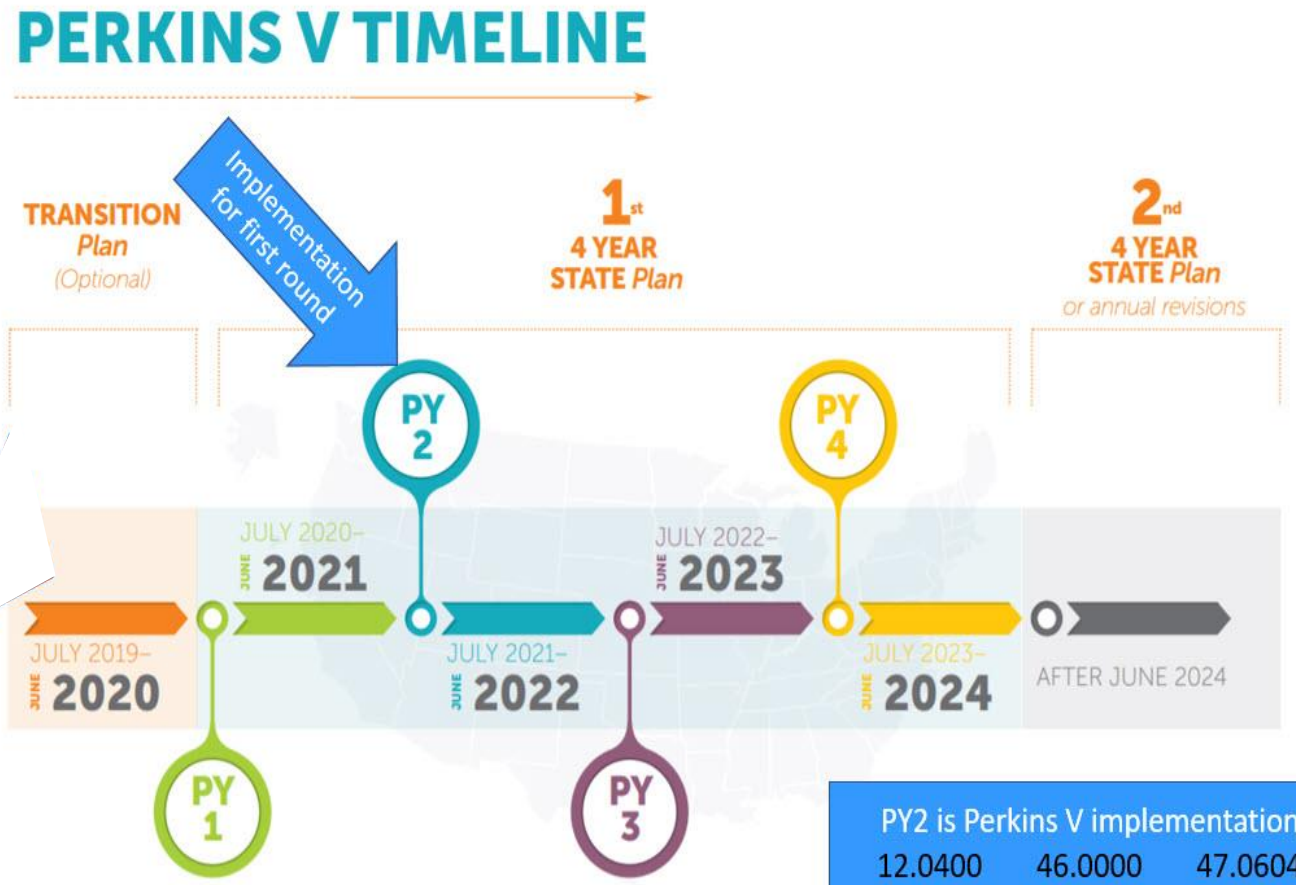
MICHIGAN Department of Education

Questions?

A little history…


PIV
PV
Perkins V: Mindset Changes
standards align to assessments
competencies will align to credentials
segments
"Perkins Courses"
articulation agreements
credit agreements
MICHIGAN Department of Education

Perkins V Career Pathways Grant



PY2 is Perkins V implementation target for:

12.0400	46.0000	47.0604	52.0299
13.0000	46.0301	51.0000	00.0000

MICHIGAN Department of Education

Postsecondary Recognized Credentials

- Industry-recognized certification
- Educational certificate
- License
- Educational degree
- Apprenticeship Completion Certificate

MICHIGAN Department of Education

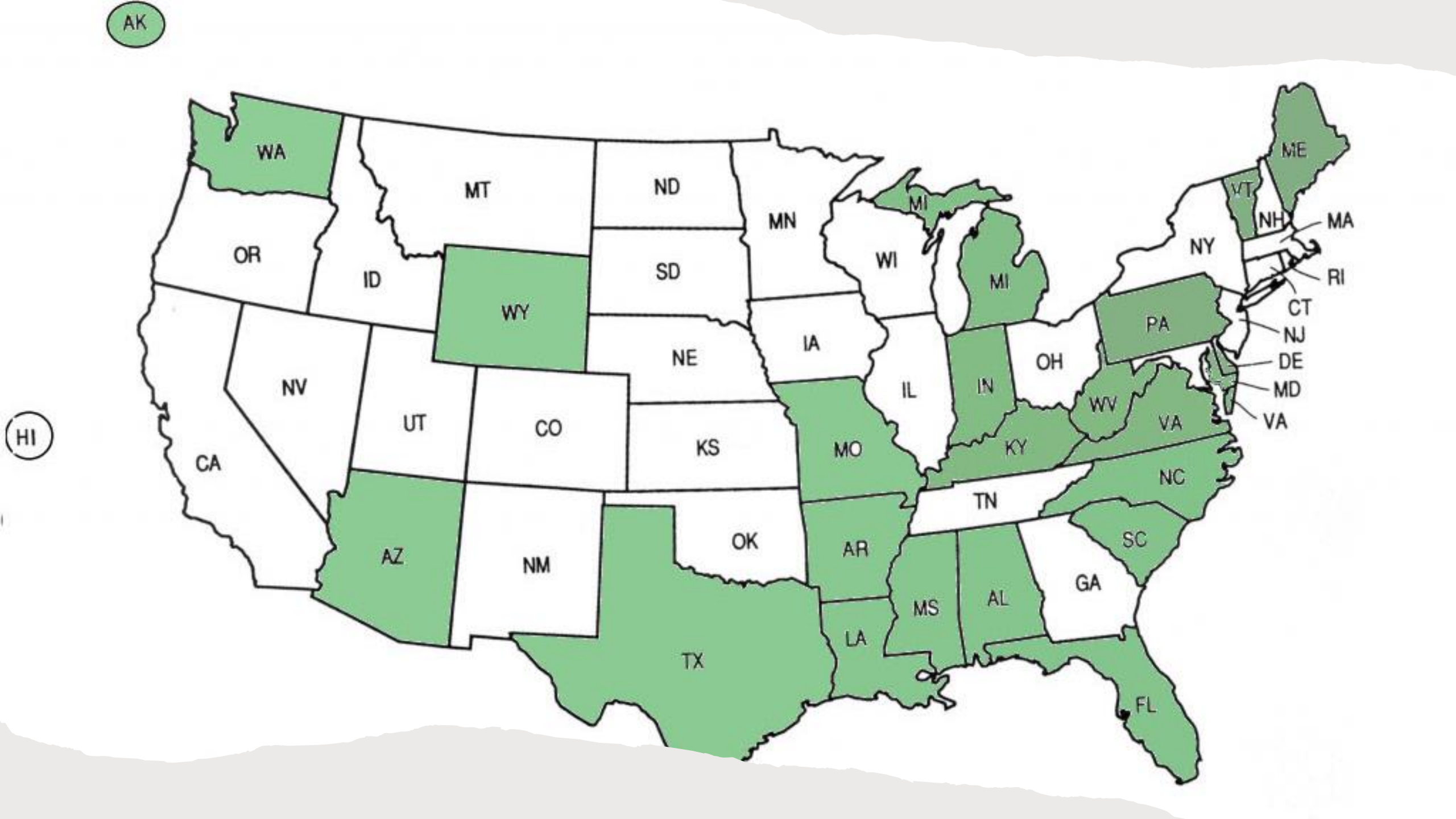
Aligned to State Goals

Goal: Increase the number of working-age adults with a skill certificate or college degree from 45% today to 60% by 2030.

Goal: Expand secondary learning opportunities for all students

Goal: Increase the percentage of all students who graduate from high school

Goal: Increase the percentage of adults with a postsecondary credential

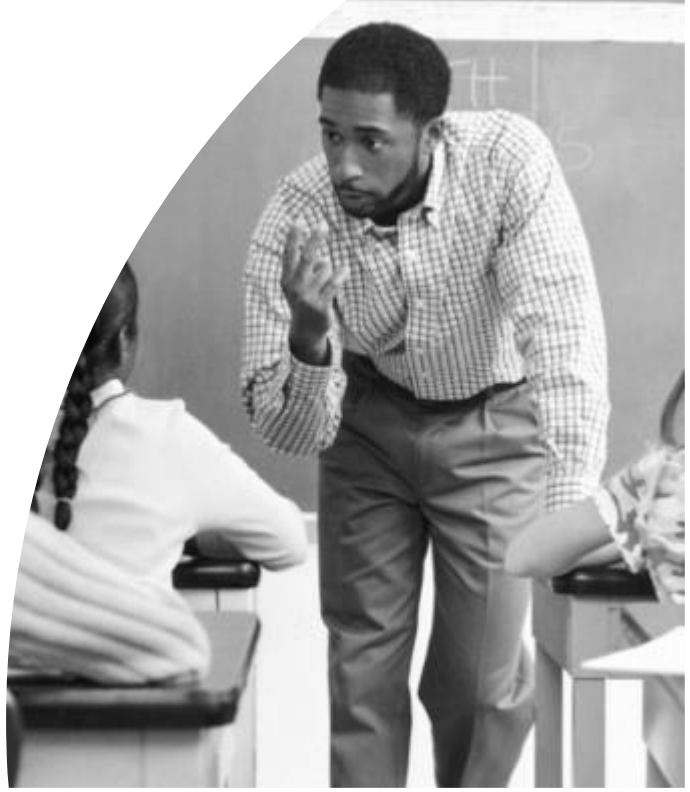

AK
HI
WA
OR
CA
ID
NV
MT
WY
UT
AZ
CO
NM
ND
SD
NE
KS
OK
TX
MN
IA
MO
AR
LA
WI
IL
MS
MI
IN
KY
TN
AL
MI
OH
WV
GA
FL
SC
NC
VA
PA
NY
ME
VT
NH
MA
RI
CT
NJ
DE
MD
VA

Industry-Recognized Credential (IRC)

- ✓Related to a particular occupation
- ✓Recognized in labor market
- ✓Portable across state borders
- ✓Assess student skills

MICHIGAN Department of Education

Supplemental Credentials



2019 – 2020 Grant Projects

Five CIP codes approved for the current grant year:

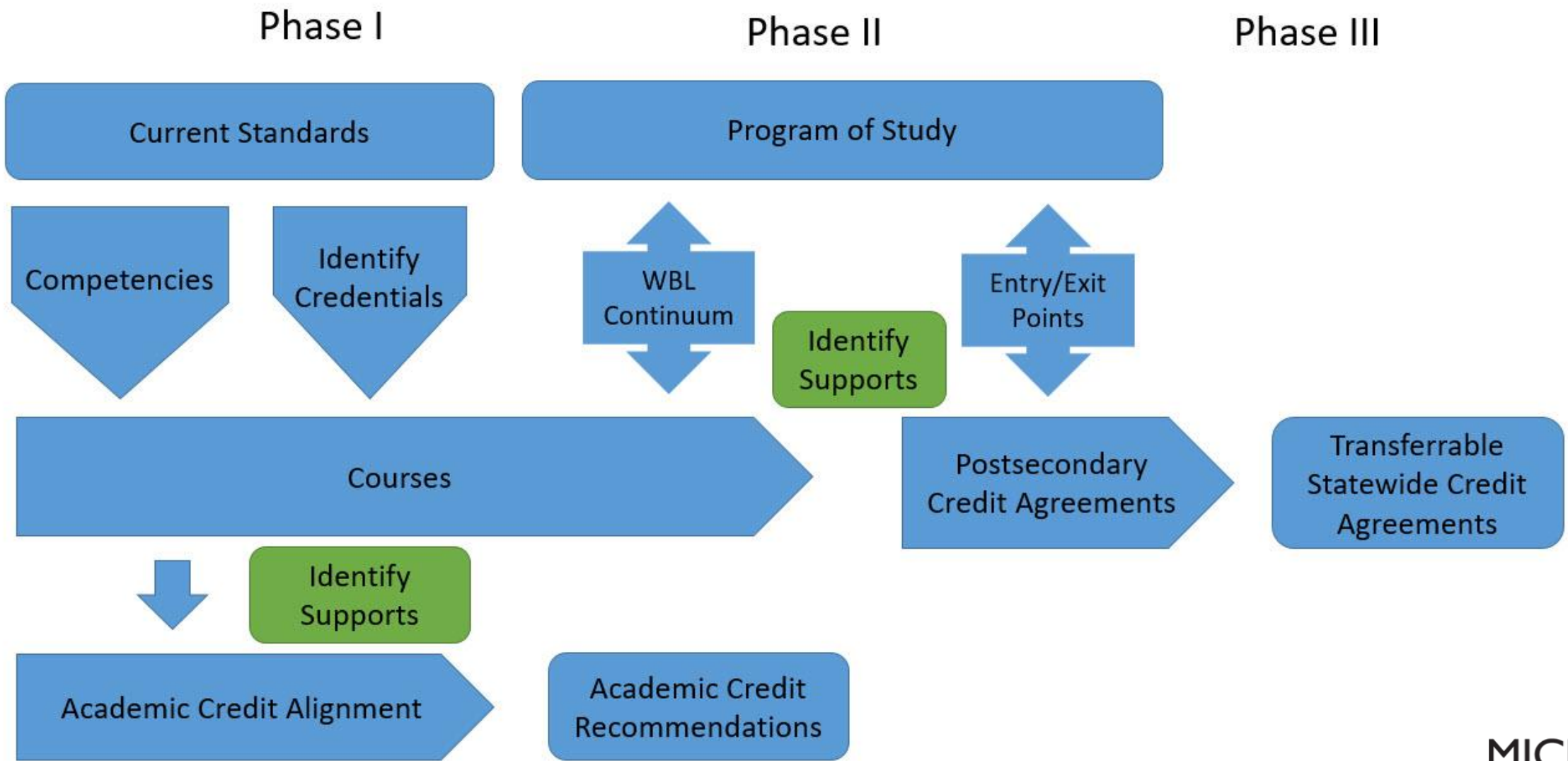
51.0000	Health/Therapeutic Services
46.0301	Electric/Power Trans Transmitter
46.0000	Construction Trades
47.0604	Automotive Technician
52.0299	Business Administration, Management & Operation

Two CIP areas participating in parallel project work:

12.0400	Cosmetology
13.0000	Education, General

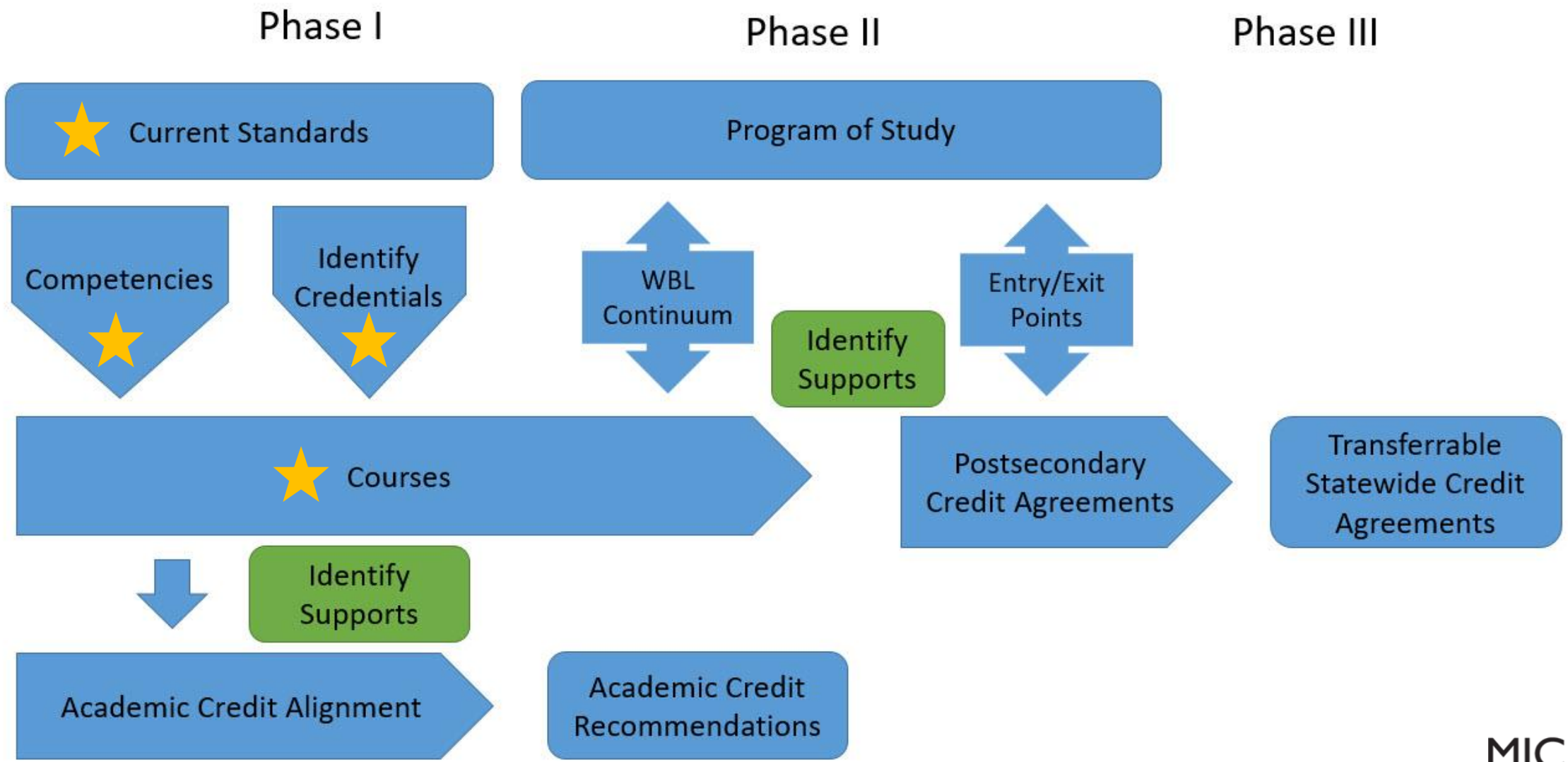
MICHIGAN Department of Education

Career Pathways Grant



MICHIGAN Department of Education

Career Pathways Grant



MICHIGAN Department of Education

Questions on History?

Credential Identification

Recommended Supplemental Credentials

MICHIGAN Department of Education

Approval Process

Approved Credentials

46.0301 Electrical & Power Transmission

- NCCER
  - Core + Electrical Level 1
  - *Additional stackable credential option: Electrical Level 2 & 3*

My credential isn’t on the list!

Questions on Credentials?

Standards to Competencies

competence [kom-pi-*tuh* ns]

noun

1 the quality of being competent; adequacy; possession of required skill, knowledge, qualification, or capacity:
He hired her because of her competence as an accountant.

Synonyms for *competence*

appropriateness	fitness	skill	moxie	qualifiedness
capability	know-how	suitability	cutting it	the goods
capacity	proficiency	adequacy	cutting the mustard	the right stuff
competency	qualification	makings	hacking it	what it takes
expertise	savvy	might	making the grade	

MOST RELEVANT

MICHIGAN Department of Education

MICHIGAN Department of Education

Student	Achievement	Other Relevant Details	Averaging all Grade Entries: Result
Mariela	"C" achievement throughout course		Final Grade = C
Christian	"A" achievement throughout course	Chronic late homework & some 0s	Final Grade = C
Tatiana	"A" on tests, but...	Struggles to learn until then (homework)	Final Grade = C
Sayed	"F" achievement early	"A" achievement by the end	Final Grade = C
Oscar	Ds and Fs on tests, but ...	Hard worker, great kid, homework on time, extra credit	Final Grade = C

MICHIGAN Department of Education

Credentials vs. Competencies

A credential is the validation of a **set** of competencies.

MICHIGAN Department of Education

Standards to Competencies: Technical

- **Technical**
- Cluster
- Pathway
- Career Ready Practices

LARA
LICENSING AND REGULATORY AFFAIRS
CUSTOMER DRIVEN. BUSINESS MINDED.

NCHSE

ASE
National Institute for
AUTOMOTIVE SERVICE EXCELLENCE

nccer

MICHIGAN Department of Education

Standards to Competencies: Cluster and Pathway

Technical

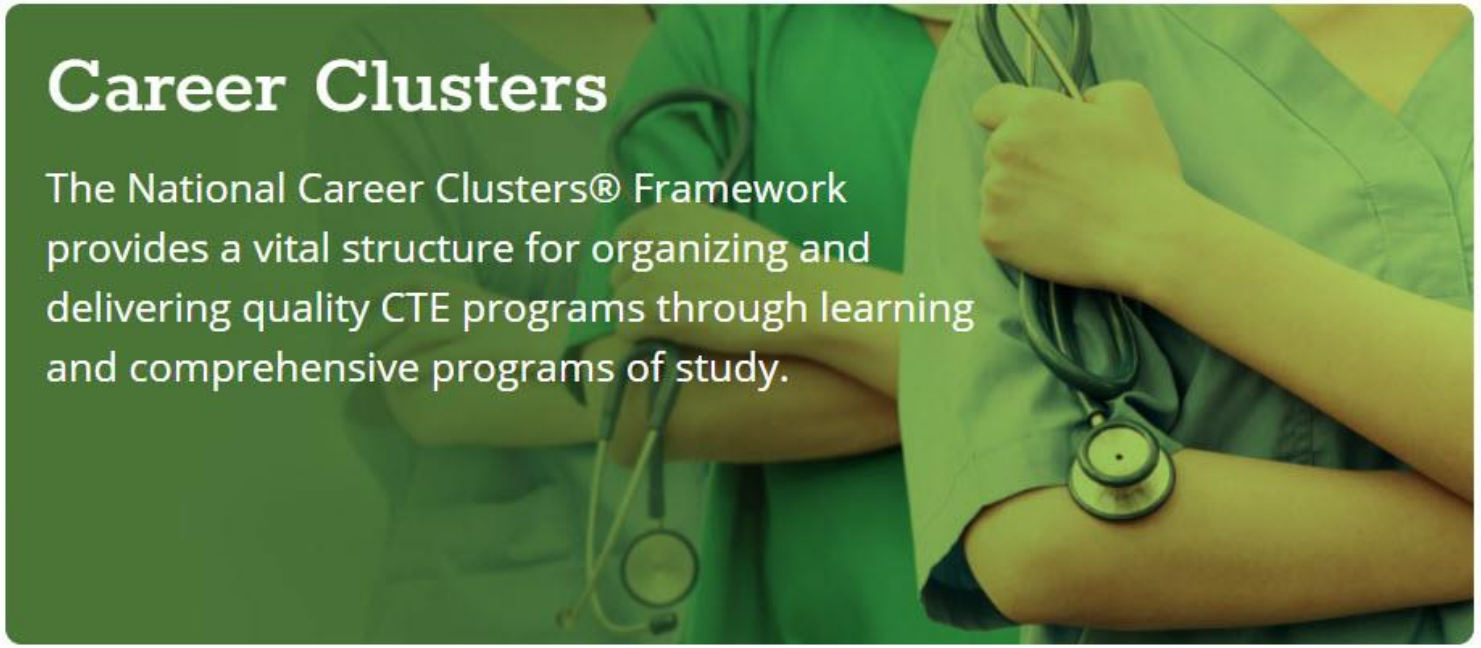
Cluster

Pathway

Career Ready Practices

ADVANCE CTE

State Leaders Connecting Learning to Work



Career Clusters | Advance CTE (careertech.org)

MICHIGAN Department of Education

Standards to Competencies: Career Ready Practices

- Technical
- Cluster
- Pathway
- **Career Ready Practices**

ADVANCE CTE
State Leaders Connecting Learning to Work

Learning that works for America CTE

CCTC
Common Career Technical Core

The Career Ready Practices

ACT AS A RESPONSIBLE AND CONTRIBUTING CITIZEN AND EMPLOYEE.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

APPLY APPROPRIATE ACADEMIC AND TECHNICAL SKILLS.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

[CareerReadyPractices-FINAL.pdf (careertech.org)]

MICHIGAN Department of Education

Directions: (Print on legal size paper)

Secondary Delivery: Indicate the level the student will be able to perform the standard when leaving the program for each of the *Performance Elements*

Local Task ID Code/Delivery Point: Indicate where the standard is delivered in the curriculum

Academic Standards Crosswalk: You may indicate the academic content expectation number or you may use a check mark to indicate the appropriate academic content taught in the st

Post-Secondary Delivery for Articulation: Indicate with a check if this is a standard required for post-secondary articulation for the program

51.0000 Health Sciences/Allied Health/Health Sciences, General (2017)

State approved CTE programs shall not be in violation of a federal statute or regulation including Hazardous Occupations Orders (https://www.dol.gov/whd/regs/compliance/childlabor101.pdf).

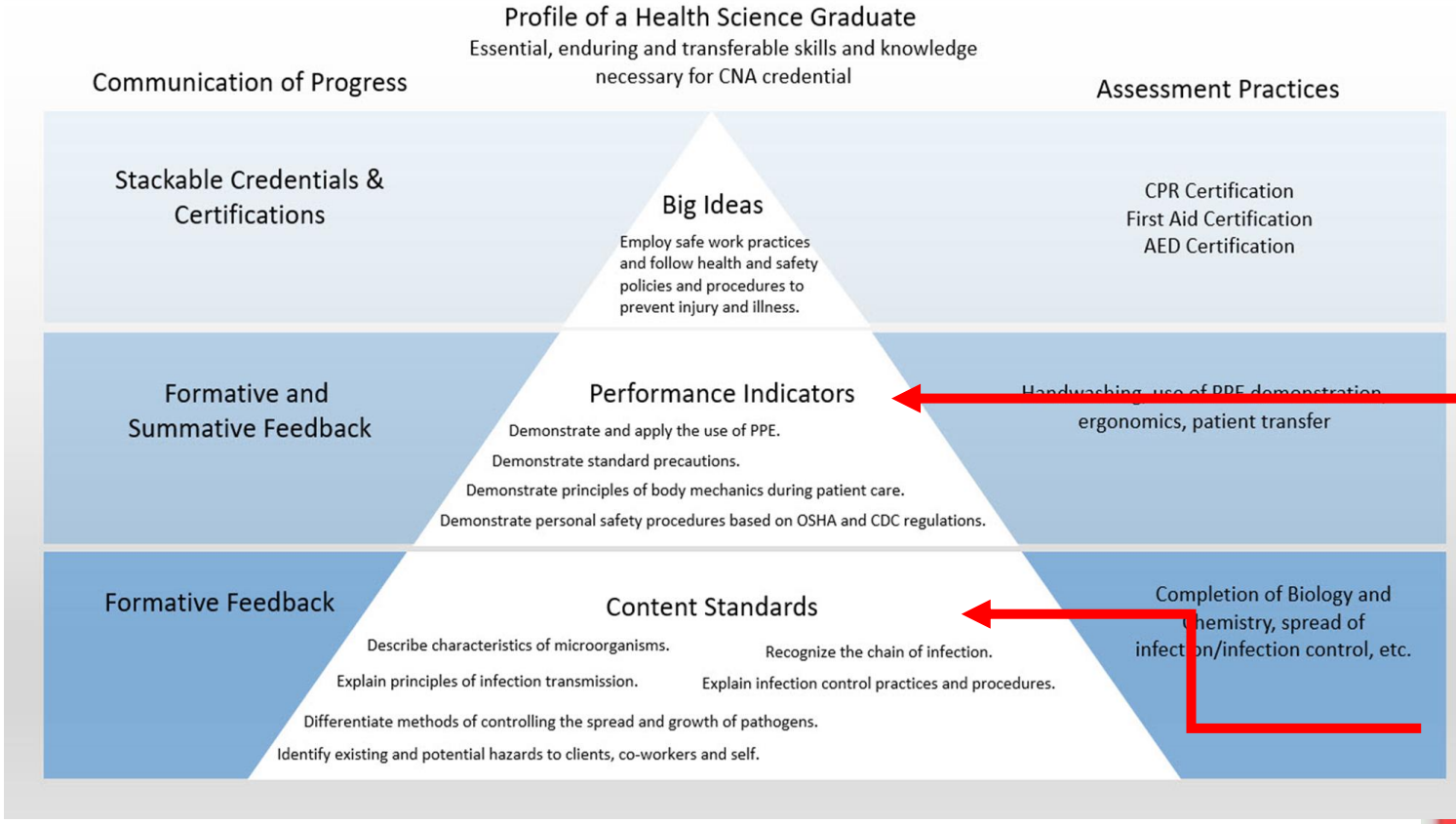
Secondary Gap Analysis

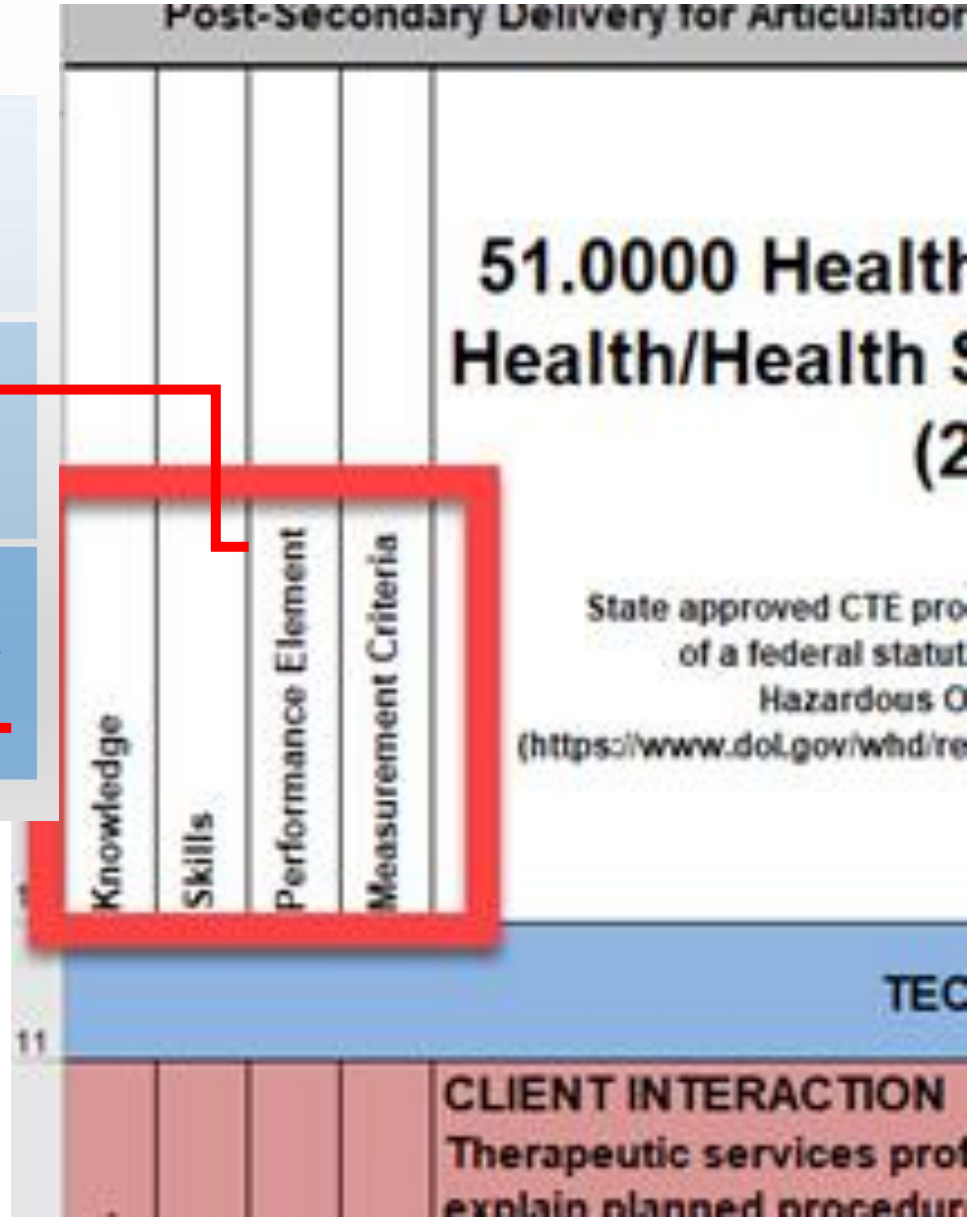
RATING SCALE:
4 = Exceeds criteria and/or able to teach task
3 = Accomplishes task to criteria
2 = Accomplishes task with help
1 = Exposed to the task

Rate Only the Performance Element

Knowledge	Skills	Performance Element	Measurement Criteria	Standard Source	4	3	2	1	N	Local Task ID Code/ Delivery Point	Post-Secondary Delivery for Articulation	Academic Standards Crosswalk: ELA	Math	Social Studies	Science	VPAA	Pre	Anatomy and Physiology	Legal Responsibilities	Infection Control	Client Status
TECHNICAL				NCHSE																	
CLIENT INTERACTION Therapeutic services professionals will be able to explain planned procedures and goals to patients and																					

Diving In



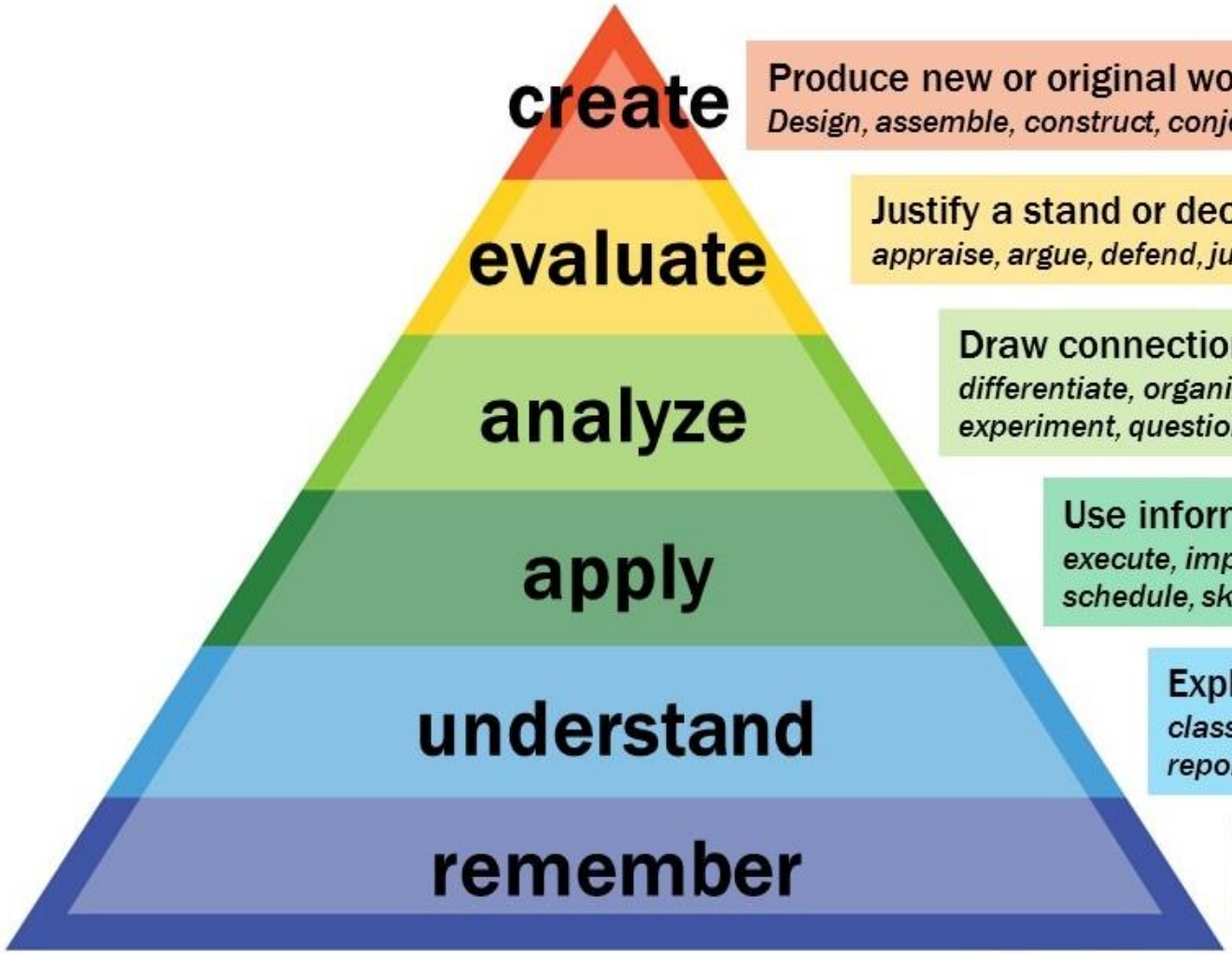


Digging Deeper

Department of Labor and Economic Opportunity
Workforce Development

MICHIGAN Department of Education

Bloom's Taxonomy



Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

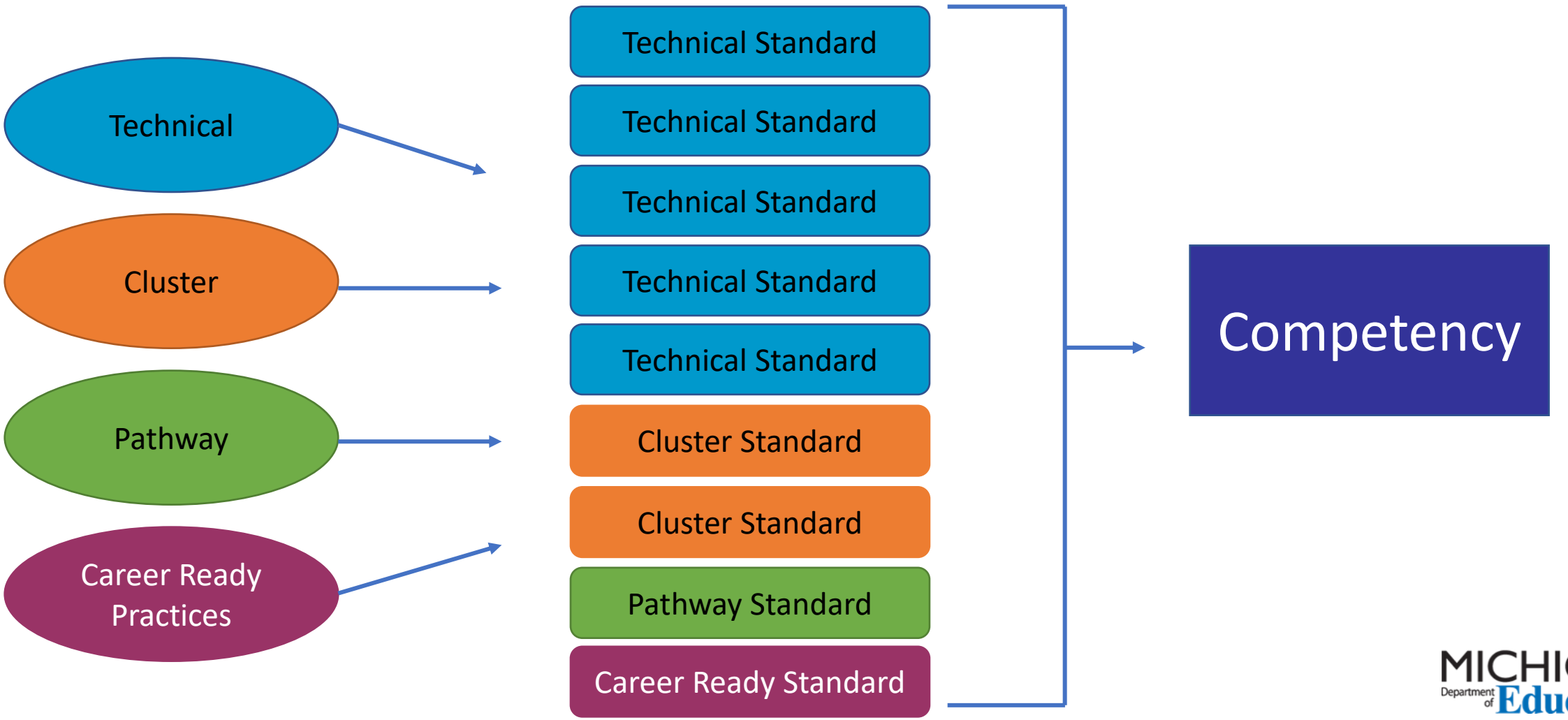
Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

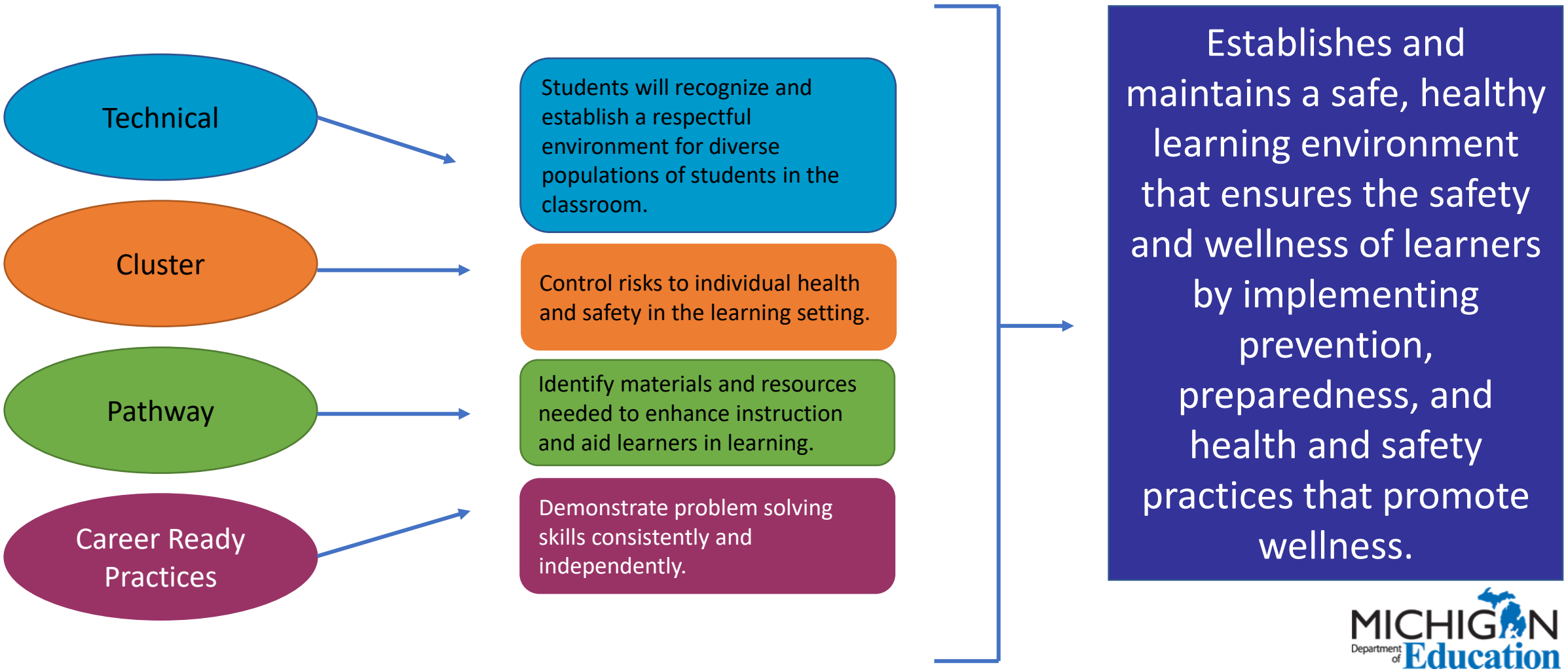
Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

Clustered Standards = Competencies



MICHIGAN Department of Education

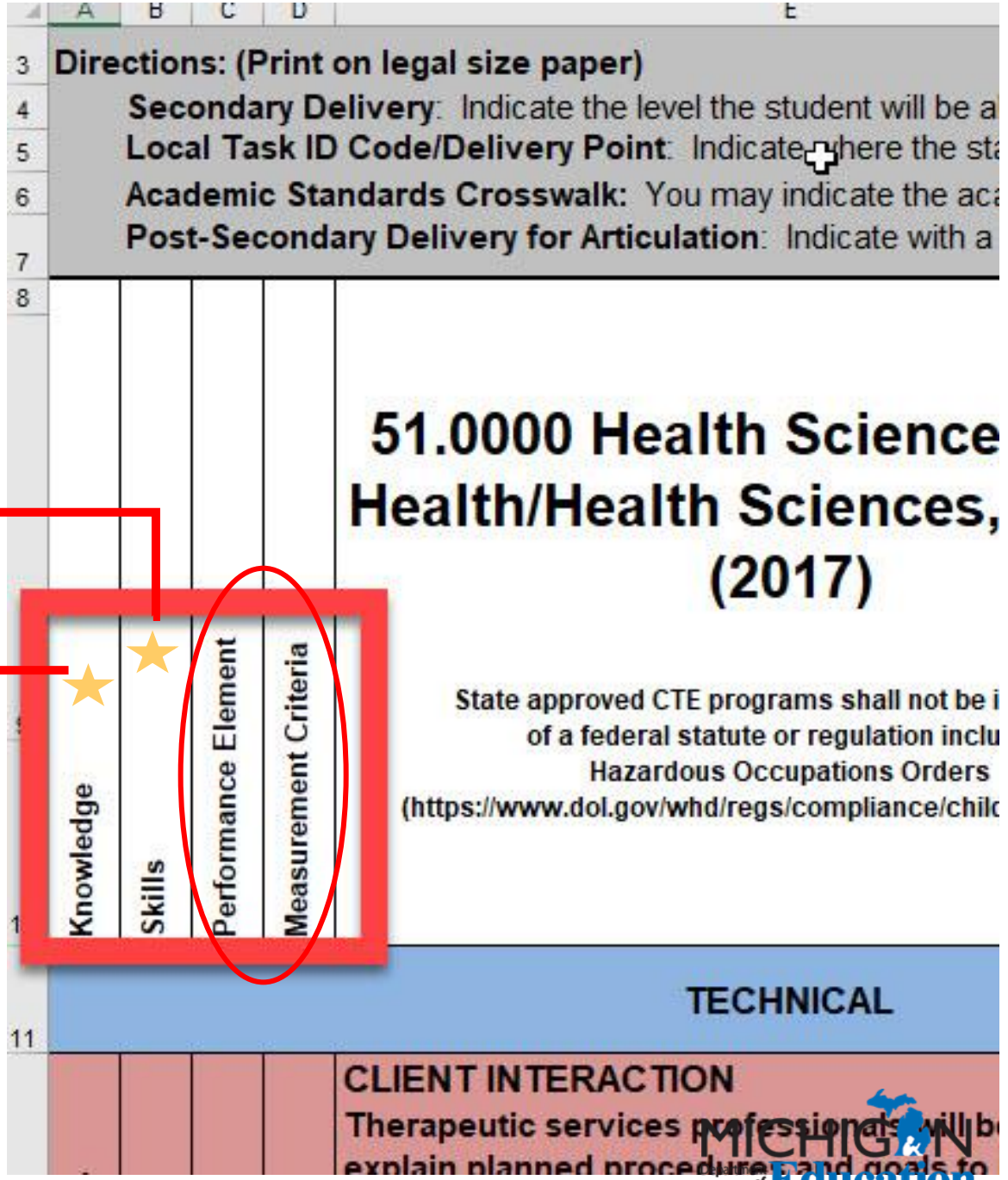
Example of Standards = Competencies



MICHIGAN Department of Education

Establishes and maintains a safe, healthy learning environment that ensures the safety and wellness of learners by implementing prevention, preparedness, and health and safety practices that promote wellness.

Standards Provide the Foundation



Performance Indicators

Implement personal and jobsite safety rules and regulations to maintain safe and healthy working conditions and environments.

OSHA

- ✓ Identify workplace or jobsite environmental hazards
- ✓ Implement safety precautions

NCCER Core

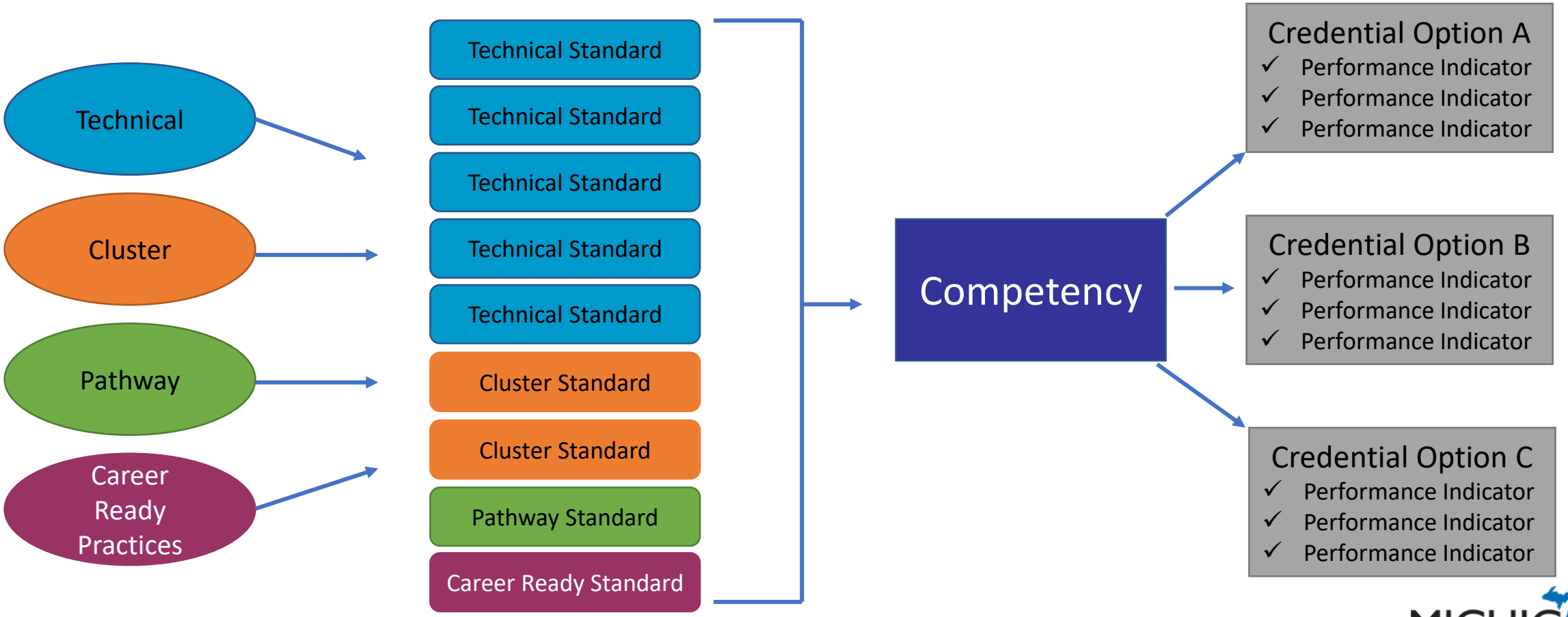
- ✓ Assess workplace conditions with regard to safety
- ✓ Use knowledge of CPR and PPE

NCCER Level 1

- ✓ Use safety equipment
- ✓ Identify and employ safety rules and laws

MICHIGAN Department of Education

Standards to Competencies to Credentials

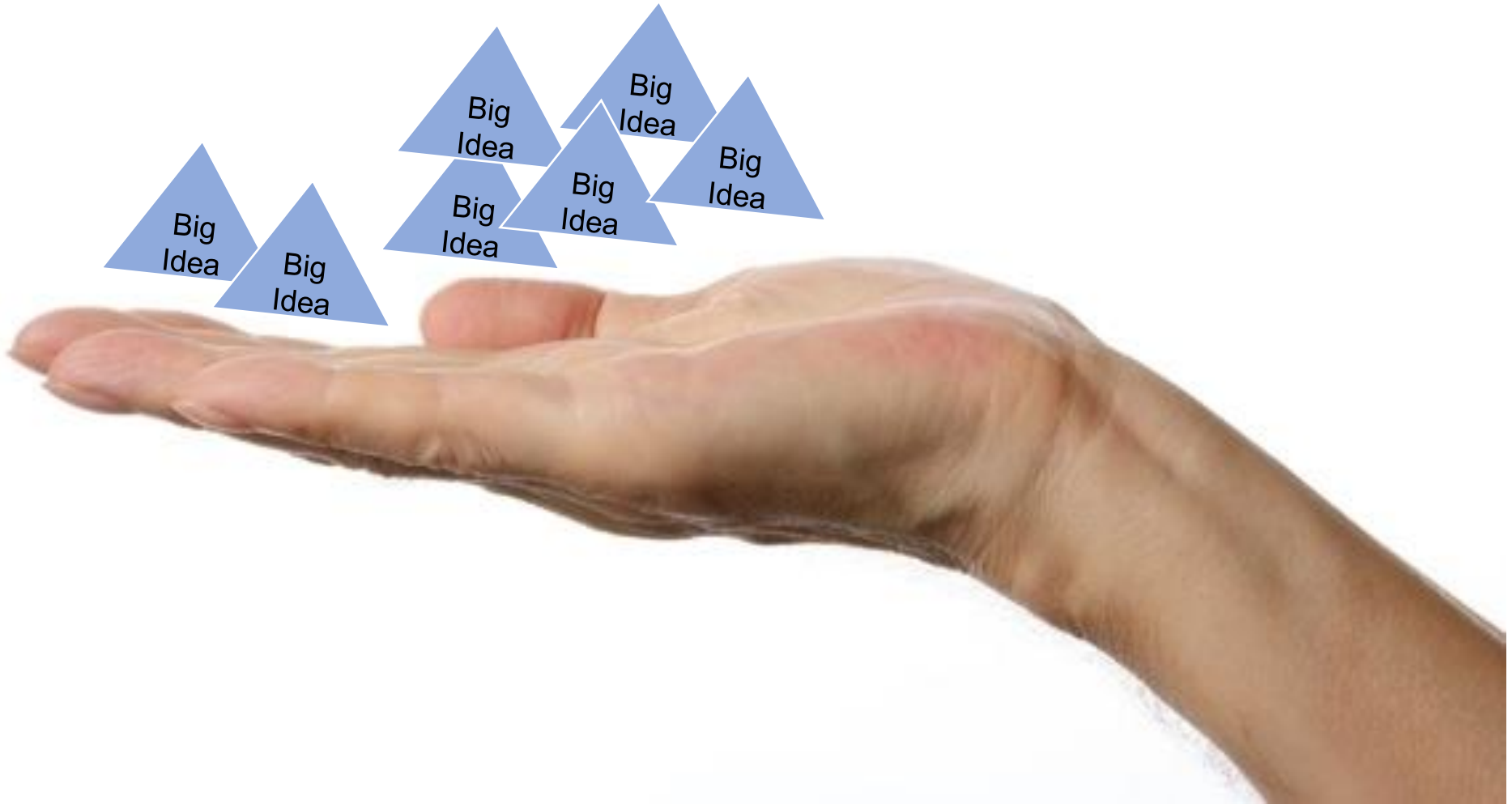


MICHIGAN Department of Education

Safety, Health & Environment	Academic Foundations	Tools and Equipment	Communication Skills
Implement personal and jobsite safety rules and regulations to maintain safe and healthy working conditions and environments.	Demonstrate Language Arts, Mathematics and Science knowledge and skills required for educational and career opportunities.	Identify and demonstrate use of hand, power and electrical related machinery.	Develop a variety of communication skills necessary for employment.
Identify, describe, demonstrate knowledge of basic concepts of advanced electrical theory.			
Problem-Solving and Critical Thinking	**Leadership & Teamwork**	**Information Technology**	**Business Systems, Legal and Ethics**
Describe and demonstrate a variety of problem-solving and critical thinking strategies as necessary techniques for successful employment.	Describe and demonstrate leadership and teamwork skills necessary for employment.	Understand and use necessary technology related skill sets associated with career development and the field of electrical trades.	Identify, describe and demonstrate the necessary elements in business and project management as aligned to the field of electrical trades.
	Develop a broad range of career and employability skills necessary for career beyond high school career practices.		
Career and Employability	**Project Management**	**Technical Skills**	
Develop a broad range of career and employability skills necessary for career beyond high school career practices.	Identify and describe a variety of building and project management methods needed to complete a project.	*Identify, describe, demonstrate knowledge of basic concepts of electrical theory.*	Identify and demonstrate appropriate conduit bending practices.
		Identify, describe and use the National Electrical Code and Michigan Code as needed per industry.	Describe and demonstrate pull and junction boxes practices and applications.
		Identify and demonstrate concepts relating to residential and commercial wiring.	Identify, describe and demonstrate appropriate conductor installations, termination and slices.
		Identify and demonstrate appropriate residential conductors, boxes and fittings.	Describe and demonstrate grounding procedures.
		Identify and demonstrate methods of overcurrent protection.	Identify, describe and demonstrate knowledge of a variety of lighting systems.
		Identify, describe and demonstrate installation of conductors.	Identify and define necessary components of low voltage and alarm systems.
		Identify, describe and demonstrate use and theory of motors as applicable.	Identify, describe and demonstrate knowledge of transformer systems.
		Identify and describe components and theories associated with alternating current.	Identify, describe and demonstrate basic knowledge of voice, data and video systems.

Questions on Standards to Competencies ?

Electrical & Power Transmission Installation PCCs

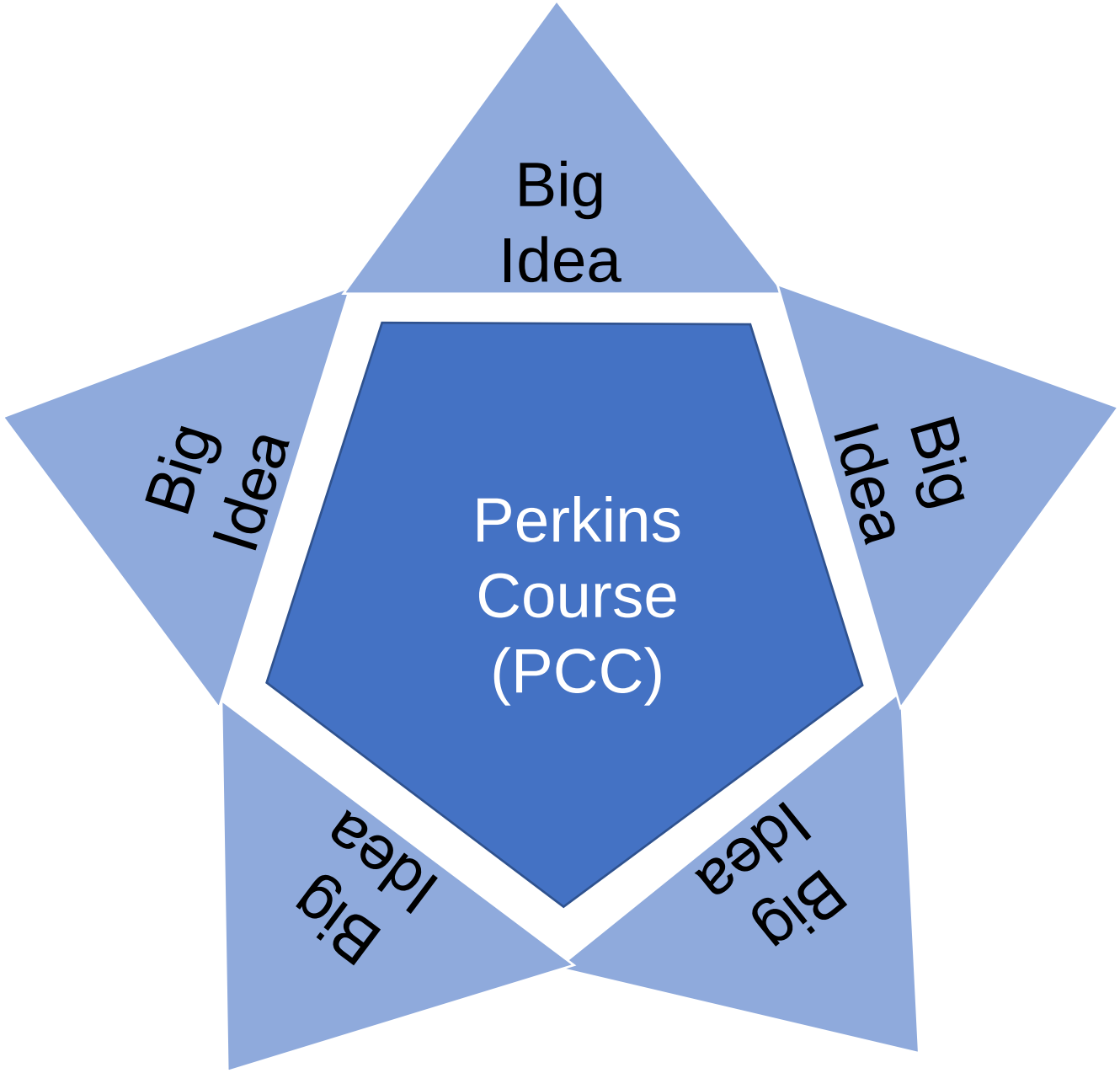

Big Idea
Big Idea
Big Idea
Big Idea
Big Idea
Big Idea
Big Idea

Perkins Course Competencies (PCCs)

A specified group of competencies aligned with the state CTE program standards that take approximately 80 hours of instruction to deliver. The competencies are grouped as part of the career pathways grant process.

Competencies will be marked complete for a student when the student earns a grade of 2.0 or better in a local course section that covers those competencies.

MICHIGAN Department of Education


Big Idea
Big Idea
Big Idea
Big Idea
Big Idea
Perkins Course (PCC)

PCC	Competencies (*any Standard/Competency not covered in a Credential must be covered by/with teacher developed unit(s) of study)	*Current Segments*
A	Implement personal and jobsite safety rules and regulations to maintain safe and healthy working conditions and environments.	(1) Safety, Tools, Electrical Theory; (2) Federal, State, and Local Code Regulations
	Identify and demonstrate use of hand, power and electrical related machinery.	(1) Safety, Tools, Electrical Theory; (2) Federal, State, and Local Code Regulations, (4) Utilizing Testing/Electrical Test Equipment
	Develop a variety of communication skills necessary for employment.	(9) Blueprint and Project Management
	Identify, describe, demonstrate knowledge of basic concepts of eletrical theory.	(1) Safety, Tools, Electrical Theory; (2) Federal, State, and Local Code Regulations, (3) Utilizing Residential Conductors, Cables & Boxes, (4) Utilizing Testing/Electrical Test Equipment
	Identify, describe, demonstrate knowledge of basic concepts of advanced eletrical theory.	(2) Explain Federal, State, and Local Code Regulations, (4) Utilizing Testing/Electrical Test Equipment
	Identify, describe and use the National Electrical Code and Michigan Code as needed per industry.	(1) Explain Federal, State, and Local Code Regulations, (2) Federal, State, and Local Code Regulations, (4) Utilizing Testing/Electrical Test Equipment
	Identify and demonstrate concepts relating to residential and commercial wiring.	(1) Safety, Tools, Electical Theory, (5)Utilizing Residential Conductors, Cables & Boxes
B	Identify, describe and demonstrate use and theory of motors as applicable.	(1) Safety, Tools, Electrical Theory, (12) Motors, Motor Controls
	Identify and describe components and theories associated with alternating current.	(1) Safety, Tools, Electrical Theory
	Identify and demonstrate appropiate conduit banding practices.	(1)Safety, Tools, Electrical Theory, (2) UtilizingResidential Conductors, Cables & Boxes
	Describe and demonstrate pull and junction boxes practices and applications.	(1)Safety, Tools, Electrical Theory, (3) Utilizing Residential Conductors, Cables & Boxes
	Identify, describe and demonstrate appropriate conductor installations, termination and slices.	(1)Explain Federal, State, and Local Code Regulations, (3) Utilizing Residential Conductors, Cables & Boxes,(5) Utilizing Industrial & Commercial Conductors, Raceway Boxes, & Fittings
	Understand and use necessary technology related skill sets associated with career development and the field of electrical trades.	(2) Explain Federal, State, and Local Code Regulations, (9) Blueprint and Project Management
	Identify, describe and demonstrate knowledge of a vareity of lighting systems.	(1) Safety, Tools, Electrical Theory, (6) Install and Maintain Lighting & Luminaries
C	Identify and define necessary components of low voltage and alarm systems.	(1) Safety, Tools, Electrical Theory, (11), Voice/Data, T.V. Signaling Systems
	Identify, describe and demonstrate knowledge of transformer systems.	(1) Safety, Tools, Electrical Theory, (10) Tranformers
	Identify, describe and demonstrate basic knowledfe of voice, data and video systems.	(1) Safety, Tools, Electrical Theory, (11), Voice/Data, T.V. Signaling Systems
	Identify, describe and demonstrate the necessary elements in busines and project management as aligned to the field of electrical trades.	(2) Explain Federal, State, and Local Code Regulations, (9) Blueprint and Project Management
	Develop a broad range of career and employability skills necessary for career beyond high school career practices.	(1) Safety, Tools, Electrical Theory, (9) Blueprint & Project Management
	Identify and describe a variety of building and project management methods needed to complete a project.	(1) Safety, Tools, Electrical Theory, (2) Explain Federal, State, and Local Code Regulations, (9) Blueprint and Project Management
D	Participate in appropriate work-based learning opportunities associated with the field.	

MICHIGAN Department of Education

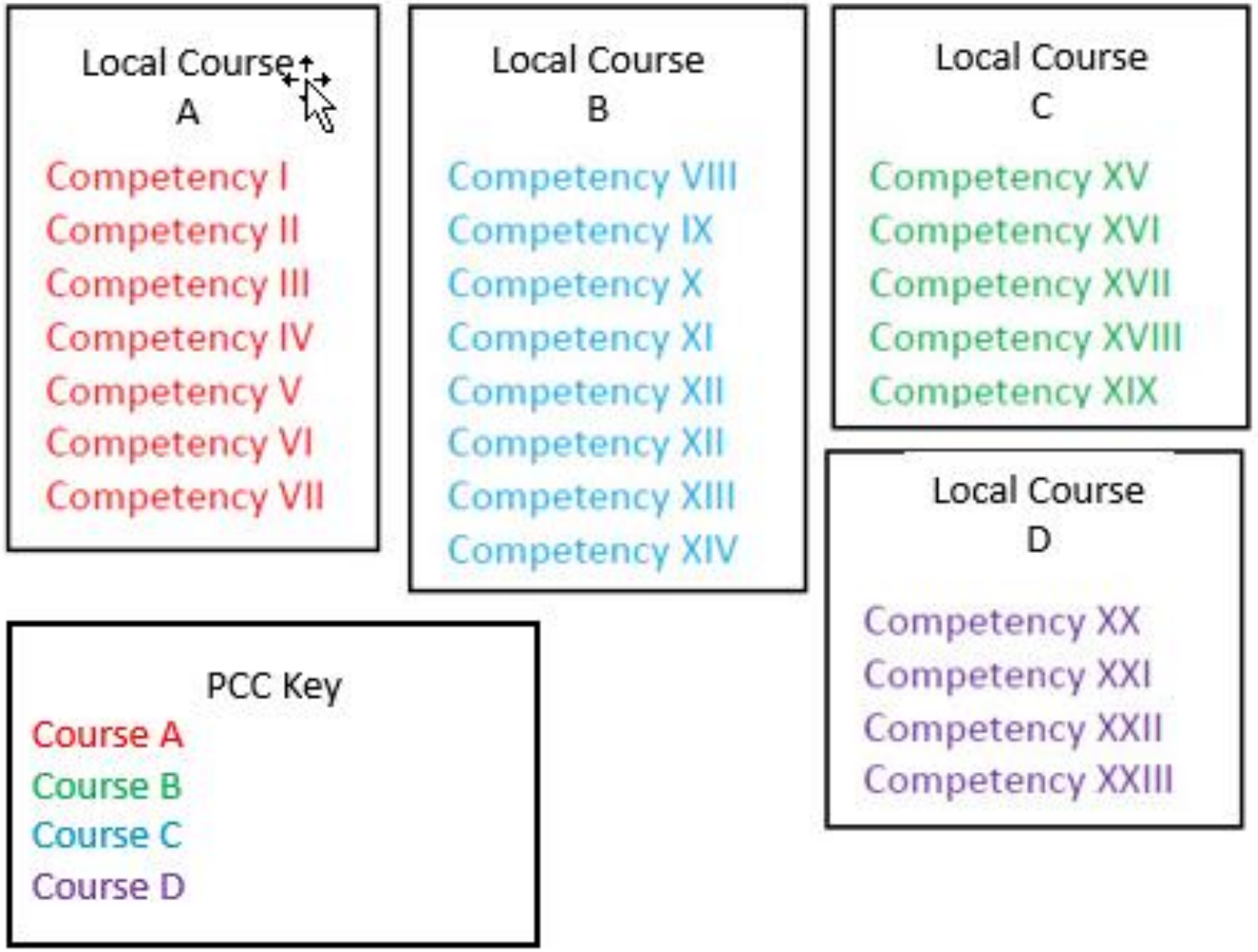
Competency Codes	PCC	Competencies (*any Standard/Competency not covered in a Credential must be covered by/with teacher developed unit(s) of study)	OSHA 10/Red Cross First Aid	NCCER Core	NCCER Electrical 1	MC3 (Supplemental)	US DOL Apprenticeship Certificate	*Current Segments*
A1	A	Implement personal and jobsite safety rules and regulations to maintain safe and healthy working conditions and environments.	Safety, Health & Environment	Safety, Health & Environment OSHA 10 (& Basic Rigging and material handling)	Safety, Health & Environment OSHA 10 (& Basic Rigging and material handling)	*Safety, Health & Environment*	Safety, Health & Environment OSHA 10 (&Basic Rigging and material handling)	(1) Safety, Tools, Electrical Theory; (2) Federal, State, and Local Code Regulations
A2		Demonstrate Lanuage Arts, Mathematics and Science knowledge and skills required for educational and career opportunities.		Academic Foundations: Language Arts, Math & Science	Academic Foundations: Language Arts, Math & Science	Academic Foundations: Language Arts, Math & Science	Academic Foundations: Language Arts, Math & Science	
A3		Identify and demonstrate use of hand, power and electrical related machinery.		Tools & Equipment:	Tools & Equipment	Tools & Equipment	Tools & Equipment	(1) Safety, Tools, Electrical Theory; (2) Federal, State, and Local Code Regulations, (4) Utilizing Testing/Electrical Test Equipment
A4		Develop a variety of communication skills necessary for employment.		Communication Skills	Communication Skills	Communication Skills	Communication Skills	(3) Blueprint and Project Management
A5		Describe and demonstrate a varcity of problem-solving and criticial thinking strategies as necessary techinques for successful employment.		Problem-Solving & Critical Thinking	Problem-Solving & Critical Thinking	Problem-Solving & Critical Thinking	Problem-Solving & Critical Thinking	(3) Blueprint and Project Management
A6		Describe and demonstrate leadership and teamwork skills necessary for employment.		Leadership & Teamwork	Leadership & Teamwork	Leadership & Teamwork	Leadership & Teamwork	(3) Blueprint and Project Management
A7		Identify, describe, demonstrate knowledge of basic concepts of eletrical theory.			Electrical Foundations: Basic		Electrical Foundations: Basic	(1) Safety, Tools, Electrical Theory; (2) Federal, State, and Local Code Regulations, (3) Utilizing Residential Conductors, Cables & Boxes, (4) Utilizing Testing/Electrical Test Equipment
A8		Identify, describe, demonstrate knowledge of basic concepts of advanced eletrical theory.			Electrical Foundations: Advanced		Electrical Foundations: Advanced	(2) Explain Federal, State, and Local Code Regulations, (4) Utitlizing Testing/Electrical Test Equipment
A9		Identify, describe and use the National Electrical Code and Michigan Code as needed per industry.			National Electrical Code (NEC)		National Electrical Code (NEC)	(1) Explain Federal, State, and Local Code Regulations, (2) Federal, State, and Local Code Regulations, (4) Utilizing Testing/Electrical Test Equipment
A10		Identify and demonstrate concepts relating to residential and commercial wiring.			Wiring		Wiring	(1) Safety, Tools, Electical Theory, (5)Utilizing Residential Conductors, Cables & Boxes
A11		Identify and demonstrate appropriate residential conductors, boxes and fittings.			Residential Conductors, Boxes & Fittings		Residential Conductors, Boxes & Fittings	(1) Explain Federal, State, and Local Code Regulations, (5) Utilizing Residential Conductors, Cables and Boxes
A12		Identify and demonstrate methods of overcurrent protection.			Overcurrent Protection		Overcurrent Protection	(1) Explain Federal, State, and Local Code Regulations, (7) Panel Board, Switch Boards, and Over Current Protection
		Identify, describe and demonstrate installation of conductors.			Conductors		Conductors	(2) Explain Federal, State, and Local Code Regulations, (3) Utilizing Residential Conductors, Cables and Boxes, (5) Utilizing Industrical/Comerical Conductors,

Competency Codes	PCC	Competencies (*any Standard/Competency not covered in a Credential must be covered by/with teacher developed unit(s) of study)	OSHA 10/Red Cross First Aid	NCCER Core	NCCER Electrical 1	MC3 (Supplemental)	US DOL Apprenticeship Certificate	*Current Segments*
B1	B	Identify, describe and demonstrate use and theory of motors as applicable.			Motors: Theory & Application		Motors: Theory & Application	(1) Safety, Tools, Electrical Theory, (12) Motors, Motor Controls
B2		Identify and describe components and theories associated with alternating current.			Alternating Current		Alternating Current	(1) Safety, Tools, Elecrtrical Theory
B3		Identify and demonstrate appropiate conduit bending practices.			Conduit Bending		Conduit Bending	(1)Safety, Tools, Electrical Theory, (2) UtilizingResidential Conductors, Cables & Boxes
B4		Describe and demonstrate pull and junction boxes practices and applications.			Pull & Junction Boxes		Pull & Junction Boxes	(1)Safety, Tools, Electrical Theory, (3) Utilizing Residential Conductors, Cables & Boxes
B5		Identify, describe and demonstrate appropriate conductor installations, termination and slices.			Conductor Installations/Terminations & Slices		Conductor Installations/Terminations & Slices	(1)Explain Federal, State, and Local Code Regulations, (3) Utilizing Residential Conductors, Cables & Boxes,(5) Utlizing Industrial & Comerical Conductors, Raceway Boxes, & Fittings
B6		Describe and demosntrate grounding procedures.			Grounding		Grounding	(2) Explain Federal, State, and Local Code Regulations, (8) Grounding
B7		Understand and use necessary technology related skill sets associated with career development and the field of electrical trades.		Information Technology	Information Technology	*Information Technology*	Information Technology	(2) Explain Federal, State, and Local Code Regulations, (9) Blueprint and Project Management
B8		Identify, describe and demonstrate knowledge of a vareity of lighting systems.			Lighting		Lighting	(1) Safety, Tools, Electrical Theory, (6) Install and Maintain Lighting & Luminaries

Competency Codes	PCC	Competencies (*any Standard/Competency not covered in a Credential must be covered by/with teacher developed unit(s) of study)	OSHA 10/Red Cross First Aid	NCCER Core	NCCER Electrical 1	MC3 (Supplemental)	US DOL Apprenticeship Certificate	*Current Segments*
C1	C	Identify and define necessary components of low voltage and alarm systems.			Low Volatage Systems		Low Volatage Systems	(1) Safety, Tools, Electrical Theory, (11), Voice/Data, T.V. Signalling Systems
C2		Identify, describe and demonstrate knolwedge of transformer systems.			Tranformers		Tranformers	(1) Safety, Tools, Electrical Theory, (10) Tranformers
C3		Identify, describe and demonstrate basic knowledfe of voice, data and video systems.			Voice, Data & Video		Voice, Data & Video	(1) Safety, Tools, Electrical Theory, (11), Voice/Data, T.V. Signalling Systems
C4		Identify, describe and demonstrate the necessary elements in busines and project management as aligned to the field of electrical trades.		Buisness Systems Ethics & Legal Responsibilities	Buisness Systems Ethics & Legal Responsibilities	Buisness Systems Ethics & Legal Responsibilities	Buisness Systems Ethics & Legal Responsibilities	(2) Explain Federal, State, and Local Code Regulations, (9) Blueprint and Project Management
C5		Develop a broad range of career and emplyability skills necessary for career beyond high school career practices.		Career and Employability Leadership & Team work	Career and Employability Leadership & Team work	Career and Employability Leadership & Team work	Career and Employability Leadership & Team work	(1) Safety, Tools, Elecrtrical Theory, (9) Blueprint & Project Management
C6		Identify and describe a variety of building and project management methods needed to complete a project.		Project Management	Project Management	Project Management	Project Management	(1) Safety, Tools, Electrical Theory, (2) Explain Federal, State, and Local Code Regualtions, (9) Blueprint and Project Management

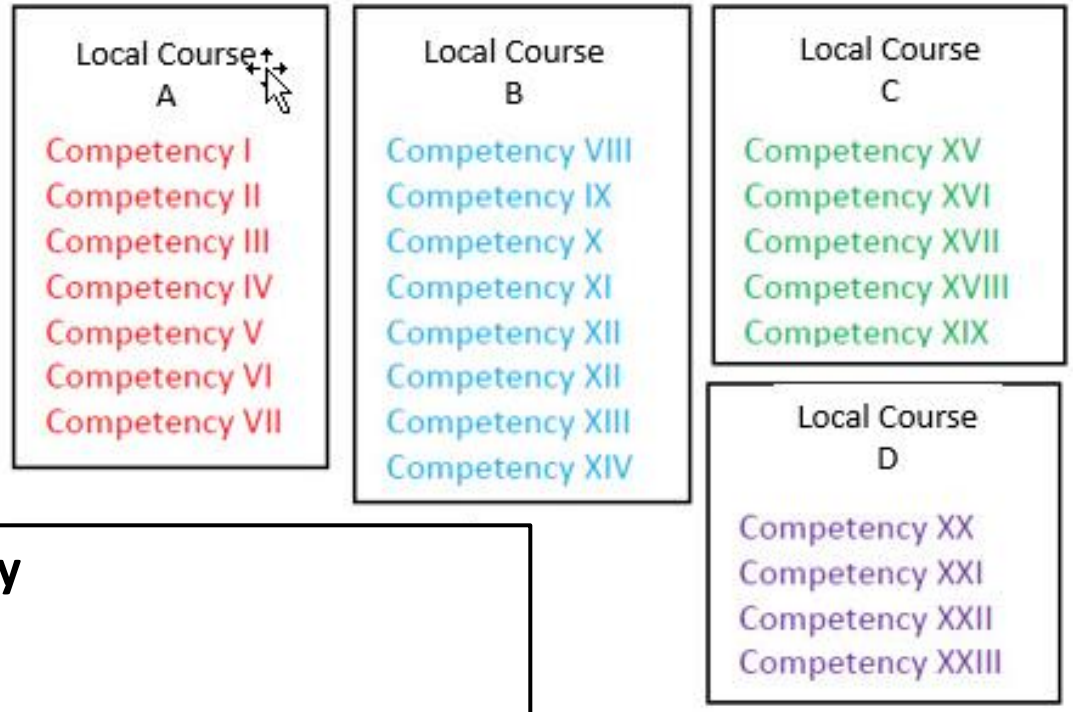
Competency Codes	PCC	Competencies (*any Standard/Competency not covered in a Credential must be covered by/with teacher developed unit(s) of study)	OSHA 10/Red Cross First Aid	NCCER Core	NCCER Electrical 1	MC3 (Supplemental)	US DOL Apprenticeship Certificate	*Current Segments*
D1	D	Participate in appropirate work based learning opportunities assoicated with the field.						

Delivering Perkins Courses: Option 1



MICHIGAN Department of Education

Delivering Perkins Courses: Option 2

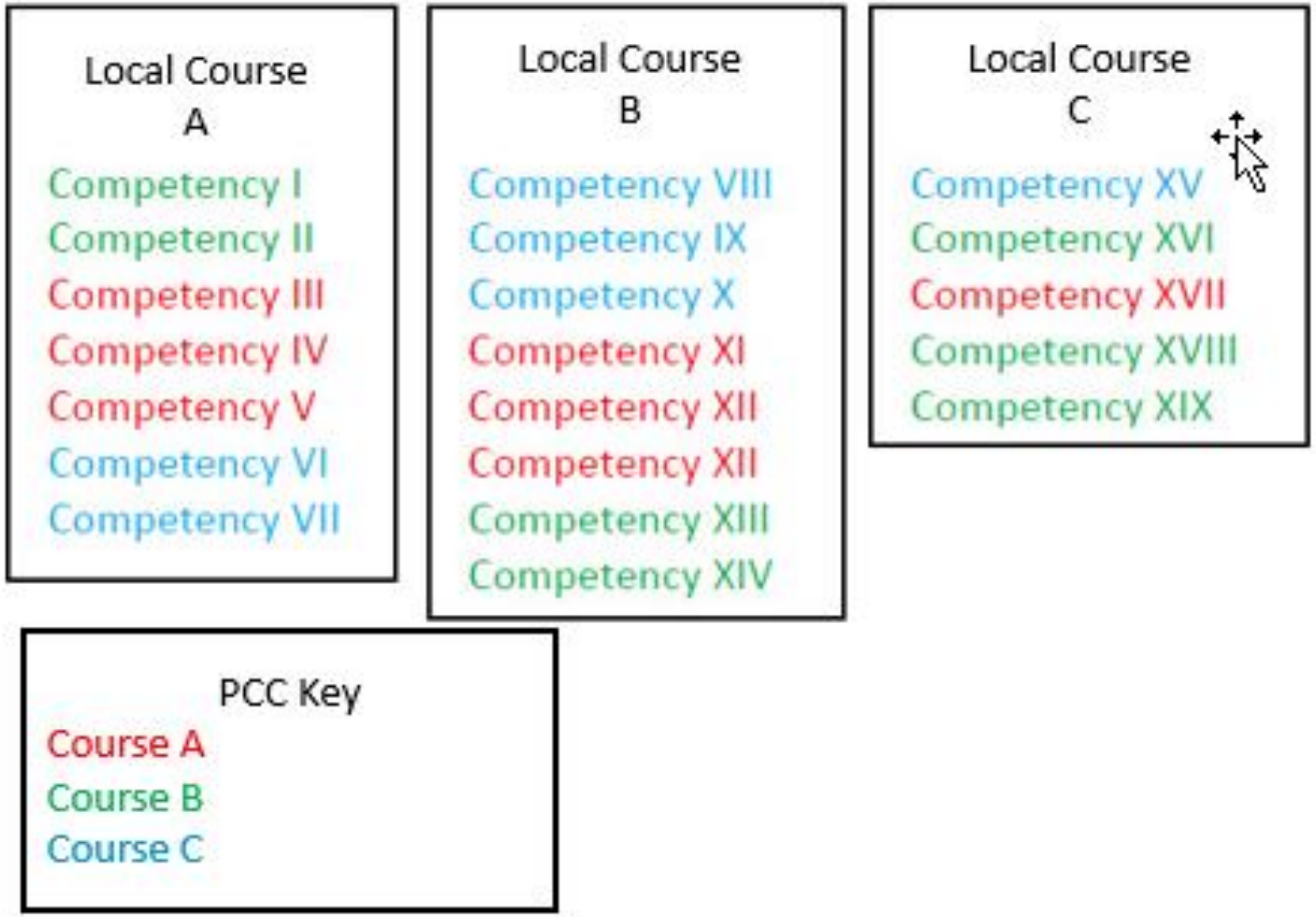


PCC Key

Local Course A: Traffic Laws
Local Course B: Parking Skills
Local Course C: Signs, Pavement Markings & Symbols
Local Course D: Safe Driving

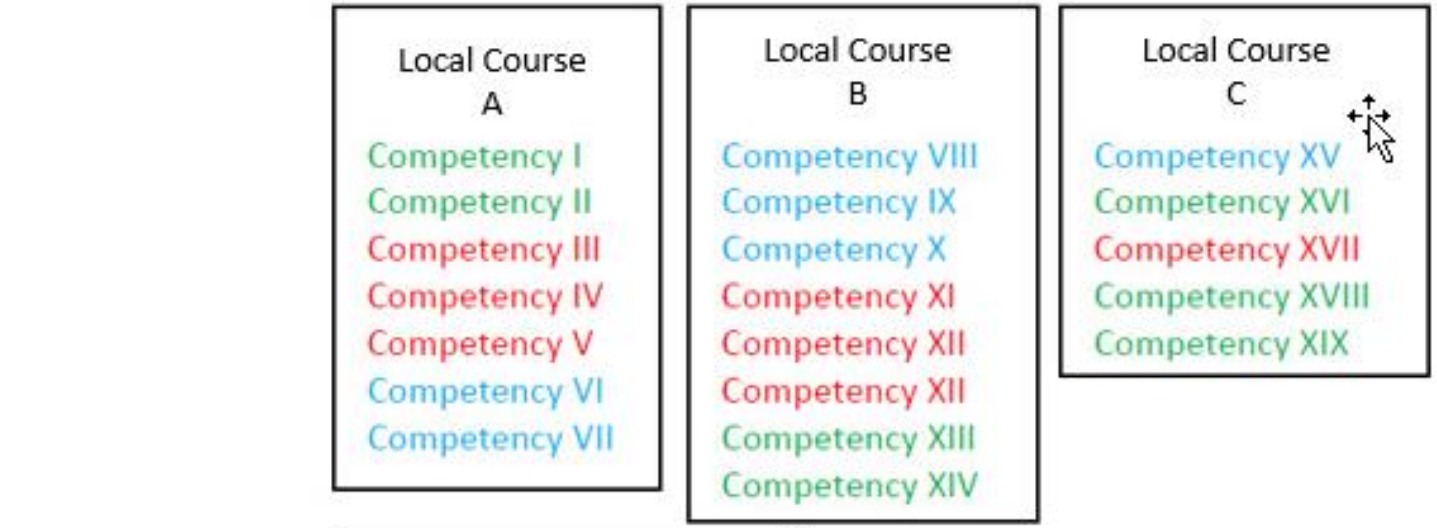
MICHIGAN Department of Education

Delivering Perkins Courses: Option 3



MICHIGAN Department of Education

Delivering Perkins Courses: Option 4



PCC Key

Traffic Laws

Parking Skills

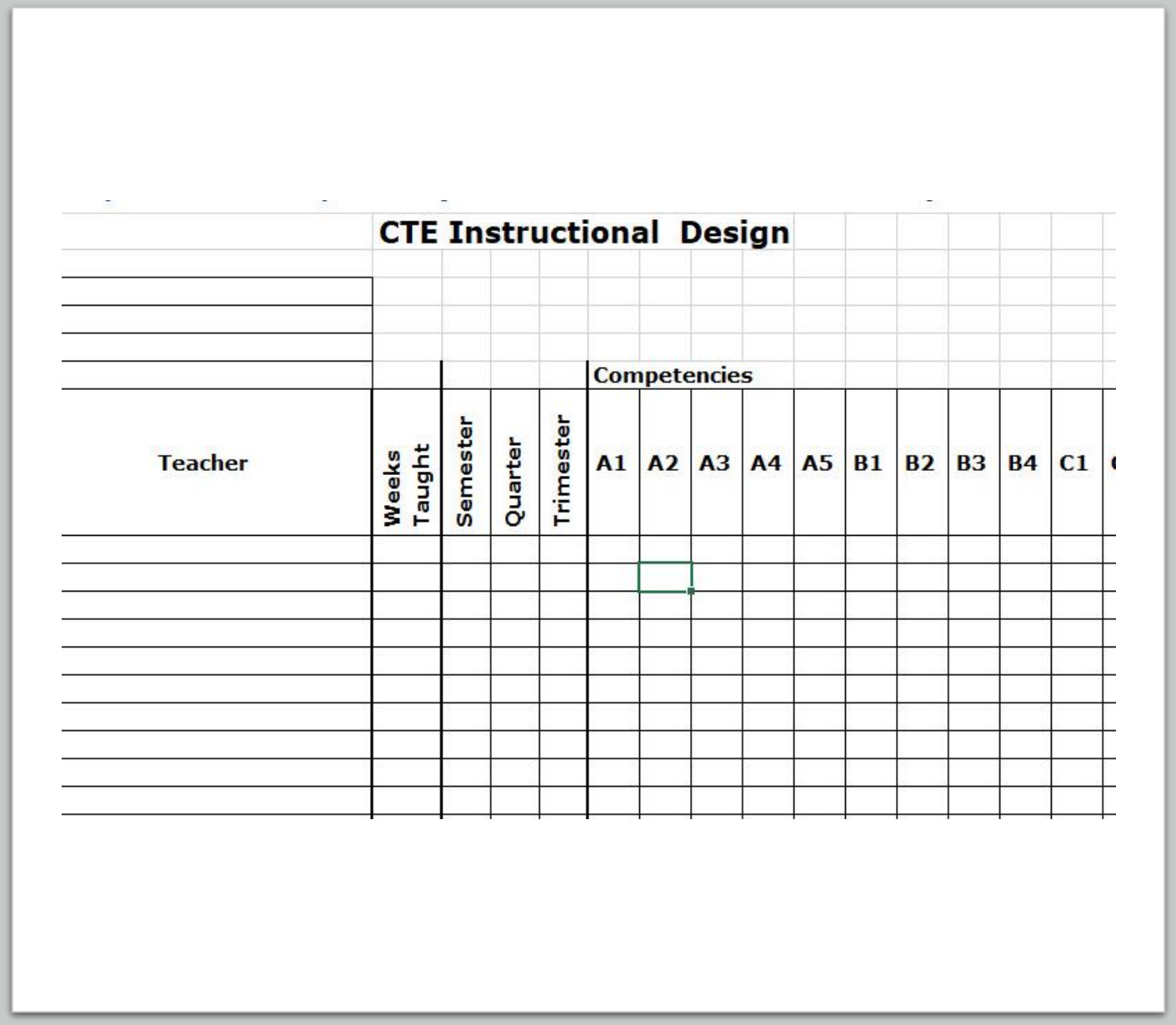
Signs, Pavement Markings & Symbols

Safe Driving

MICHIGAN Department of Education

Reporting PCCs and Competencies

- Reporting competencies begins in Fall 2021
- New credentials added to the approved list in CTEIS in Fall 2021 for optional reporting in 2021-2022 and required reporting in 2022-2023.



Questions on PCCs?

How to Prepare

Phase-in Implementation

Phase of Readiness	Description of Readiness	Actions & Next Steps
Program **is** currently offering a credential	Program is already offering a credential on the approved list	• Review approved and supplemental list; determine what may need to be added or adjusted • Complete transition from segments to competencies
Program is **not** currently offering a credential	Teacher is qualified to teach/offer one of the credentials	• Determine equipment and curriculum needs; set plan for fulfilling needs • Plan for implementation of credential in Fall 2021 or Fall 2022
Program is **not** currently offering a credential	Teacher needs more training to become qualified to offer credential	• Determine training or professional development needs • Set a target date for credential implementation • Obtain equipment and curriculum resources necessary for implementation
Program is **not** currently offering a credential	Program needs to be adjusted or restructured before credential can be offered	• Meet with advisory committee for recommendations • Set target date for implementation and phase-in plan
Program is **not** currently offering a credential	Teacher is not qualified to teach any of the approved credential options and cannot become qualified	• Consult with advisory committee and postsecondary partners; review labor market data • Review potential credentials and apply for an enhancement grant

Comprehensive Program of Study (POS)

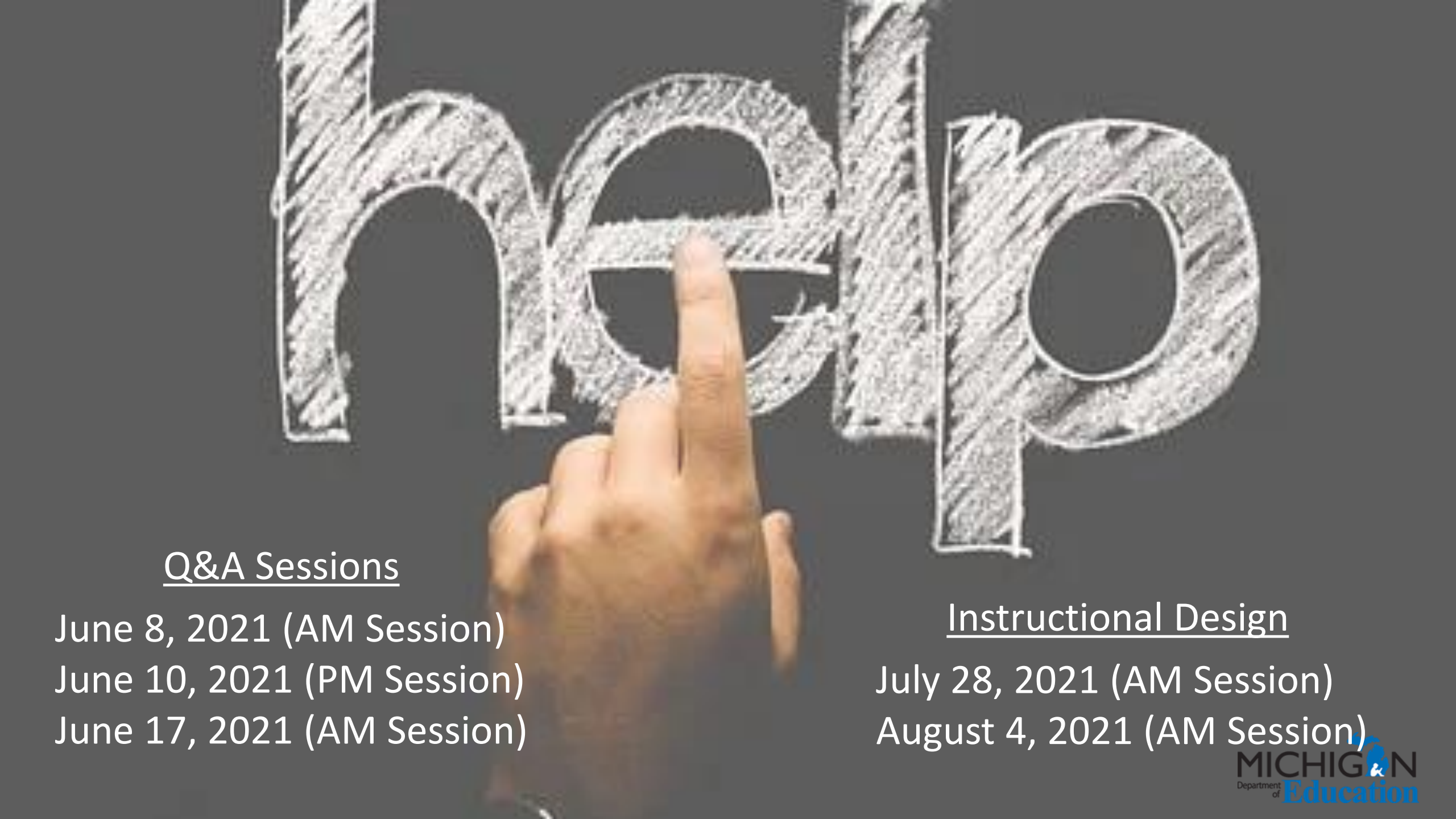
Credential Readiness Survey

This survey will help to determine your readiness for the implementation of the credential for your specific CIP code that are being released as a part of the Career Pathways Grant. Please keep in mind, many of the listed CIP codes are already offering these credentials. MDE is collecting this information to prepare the necessary technical assistance for an effective roll-out.

The tentative roll-out includes:

Programs or clusters already offering the required credentials will continue to provide the credential. The change for these programs will include new instructional design and

MICHIGAN Department of Education



Q&A Sessions

June 8, 2021 (AM Session)
June 10, 2021 (PM Session)
June 17, 2021 (AM Session)

Instructional Design

July 28, 2021 (AM Session)
August 4, 2021 (AM Session)

MICHIGAN Department of Education

Contact Information | **mde-careerpathways@michigan.gov**